

# Climate Change and Impacts Assessment Procedure

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## Assessment: Two Stages

- ① Oral examination (January session) — 50% of the grade
- ② Personal project — 50% of the grade
  - public presentation (40%)
  - summary report (10%)

## Personal Project: Rationale

- Climate change communication exercise
- Subject of *your* choice
  - climate system (incl. biogeochemical cycles, atmospheric chemistry, ...)
  - climate change
- Any aspect
  - scientific foundations (*"How does it work?"*)
  - past, present, future
  - policy (national, international)
  - social impacts: health effects, food security, water security, livelihood security, migration, ...
  - economic impacts: damages to infrastructure, reduced reliability of infrastructure as a result of extreme events, wildfires. ...
  - ...

⇒ see IPCC Working Group Themes

## Personal Project: Practical Aspects

- Public outreach activity
- Based upon scientific literature ...  
... without being a scientific reporting exercise  
(more comparable to an article in a newspaper)
- Language
  - French by default
  - English if insufficient proficiency in French
- Target audience
  - French: secondary school classes (5th and 6th years)
  - English: bachelor students in sciences (English course)

## Personal Project: Schedule

- September–October: subject selection and coordination
- End of November: final title and 4–5 line lead (lede, *chapeau*, *chapô*, *accroche*) ⇒ used for announcements
- First weeks of second term:
  - summary report for classes
  - disclosure declaration about the use of AI
  - list of scientific literature sources used
- First weeks of second term: two mandatory rehearsal sessions —presentation material must be ready for the first one
- End of February or in March: public presentations

## Personal Project: Summary Report

- General scientific text suitable for the target audience
- Language: same as presentation
- Length: 3 to max. 4 pages (will be enforced!)
  - no cover page
  - 2.5 cm margins all around
  - typically Cambria or similar, 11pt
  - single line spacing
- Style: newspaper article
  - not a scientific report
  - do not include references to the literature
  - any statement made can be documented with reference(s) to the scientific literature
  - see the *Vademecum* for other details

- Figures and Tables
  - to be numbered
  - each one into a floating text box with its caption
  - must be referenced in the text by their numbers
  - sources to be specified in the caption
- Mandatory final section entitled “To learn more. . .” (*“Pour en savoir plus . . .”*) with 3 to 4 references/links
  - references must be freely and publicly accessible
  - adapted to the level of understanding of the target audience
  - **not a bibliography**
- Will be posted online for class usage

## Projet personnel : présentations publiques en français

- Exercice de vulgarisation
- Organisé en collaboration avec *Réjouissances*
- Une ou plusieurs matinées, février ou mars
- Durée typique 20 à 25 minutes, y inclus partie Q&R
- Niveau: classes de 5<sup>e</sup> et 6<sup>e</sup> années secondaires
- Lieux récents : Ancien Institut d'Anatomie, Exèdre Dick Annegarn (théâtre universitaire), diverses écoles secondaires de la (grande) région liégeoise, . . .

- Public outreach exercise
- Organised in collaboration with the teachers of the science bachelors' English classes
- One or several mornings during second term
- Typically 20 to 25 minutes each, including Q&A part
- Level: first year bachelors' in science (chemistry, geography, physics, ...)

This document and more ...



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<http://www.astro.uliege.be/~munhoven> →  
Enseignement et encadrement

<http://www.umccb.ulg.ac.be> → Enseignement

<https://www.programmes.uliege.be/cocoon/cours/SPAT0027-3.html> (*Engagement pédagogique*)